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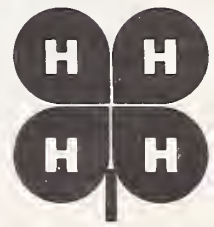
EXTENSION SERVICE
REVIEW
U.S. DEPARTMENT OF AGRICULTURE * NOVEMBER 1971

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

CLIFFORD M. HARDIN
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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Extension in the classroom

In two of this month's articles, Extension staffs have found ways they can cooperate with public school teachers—to the advantage of both.

Nutrition is being taught in elementary classrooms in Ohio (page 3)—not as a separate subject, but as an integral part of work in other subjects ranging from arithmetic to art. The teachers are looking to Extension to prepare them to handle this important subject, about which most have had little previous training.

High school teachers who attended Iowa's public affairs program on local government (page 10) were eager to pass the information along to their students. Aids in teaching about local government had been virtually unavailable before. Without too much extra effort, the Extension materials were tailored to fill this void for teachers throughout the State.

Such cooperation seems to be a happy situation. Teachers and school administrators welcome the help in making learning more relevant, and Extension reaches large numbers of youth with a minimum of effort. And—in many cases perhaps the most important thing—Extension establishes new contacts within the school system which prove valuable to all its programs within the community—MAW

by
Karen Wieder
Editorial Assistant
Ohio Cooperative Extension Service

Nutrition in the classroom

Evelyn Gray (standing), OSU Extension nutritionist, conducts one of the "idea exchange" sessions which helped teachers incorporate nutrition education into other classroom material.



Many teachers would like to help children develop good attitudes and habits about food. But too often they do not know how to teach nutrition, or they cannot spare time from crowded classroom schedules to teach a separate nutrition unit.

In response to these problems, Miss Evelyn Gray, Extension nutritionist at The Ohio State University, developed a nutrition education program for elementary school teachers. It was designed to bring teachers up to date on nutrition facts and help them to integrate those facts into other subjects such as reading, art, social sciences, mathematics, physical education, and others without taking extra class time.

The program encouraged the exchange of ideas among teachers. The six series last year reached 128 teachers in eight counties. Each series included two to six sessions. Emphasis was on building positive attitudes toward nutritious foods

in kindergarten through third grade, and on helping grades four to six to find their own answers about what they should eat and why.

The session on nutrition fundamentals revolved around the four basic food groups and the idea that in the human body no nutrient functions properly without other nutrients. Subsequent sessions developed ideas on the importance of breakfast, the influence of nutrition on growth and development, development of food habits, and nutrition in school lunches. Teaching aids were displayed and guest speakers suggested new teaching methods.

Teachers exchanged ideas about new methods they tried in their classrooms. Some ideas for first graders included using strung macaroni to illustrate posture; saving the children's lost teeth in glasses of pop, grape juice, and milk to show the comparatively bad effects of pop on teeth; putting on a nutrition play for visiting mothers; making bulletin

boards and picture books; and identifying foods by groups.

Upper grades made food group scrapbooks, had food-tasting parties, kept meal and growth records, studied digestion, planned and cooked menus, and investigated and improved school lunch programs. They made coloring books, took field trips to dairies, played food games, and made food puzzles.

The nutrition unit often was integrated with other classroom material. To learn how to count and give change, one group of students set up their own grocery store. They also planned a healthful menu and learned how to shop for it.

A reading group learned library stories such as Johnny Appleseed, and then had an apple and applesauce party. A social studies group tasted rare fruits and studied the diets of children around the world.

An English class got dictionary practice by looking up foods. Art classes designed posters and mobiles.

Teachers reported that nearly all the children were interested in nutrition and were enthusiastic about the new methods and materials. The teachers themselves benefited from the instruction, the discussion, and the bibliography of available teaching aids they received. They also enjoyed examining a display of teaching materials.

Programs last fall and winter involved mostly teachers from large school systems. Multicounty series were not as well attended as series in a single county. Programs were especially successful when the school administrators were involved in the early stages of planning and thus felt a commitment to the program's success. The longer series were more fruitful because they allowed greater depth of instruction and time for questions and answers.

On the basis of the teachers' evaluations and her own observations, Miss Gray has adapted the program to make it even more pertinent. Sixteen series are scheduled this fall, as a result of requests from county agents, who help Miss Gray set up the program and see that it runs smoothly. □



A set of steers, all graded choice on the hoof, awaits carcass-yield judging in the Madera County "Guess-a-rama".

42(1), 4, 14, Nov. 1971
 by
 Ralph D. Smith
 Program Leader, Communications
 California Agricultural Extension Service

Fairgoers try grading cattle

It's a long jump from the corral to the cooler. Some choice steers—on the hoof—don't make it to that grade in the packing plant.

Ranchers and packers are both guessing when they grade live cattle. They are guessing, and gambling, until the beef hangs on the packing plant rail.

Logically, that's where the grading, buying, and selling should be done, if the producer of quality beef is to get the benefit of his efforts. But tradition has favored the guessing game.

The 2-inch gain from sale on the rail is the thrust of an educational effort by two Extension livestockmen in California's Madera County. University of California Farm Advisors Bill Hight and Bill Hambleton call their teaching tool a "Guess-a-rama."

Their goal is public consciousness of the differences in animals on the hoof and on the rail. The junior livestock show at the Madera County fairgrounds provided the public.

"We had to have the fair," said Hambleton, "so a lot of people could see the animals alive.

"Then we had to have a cooperative packer, who would let the people come into the plant 3 days later to see the carcasses they had rated.

"Then we had to have a contest to attract the people."

It took a little more than a contest, the UC farm advisor said. There had to be something to win. An educational effort had been tried for 4 years, but drew only 18 to 20 people. This year the cooperative meat packer provided prizes—a half dozen 6- to 7-pound beef roasts. More than 300 fairgoers got into the competition this time.

There were really two contests. First was the junior livestock show. Out of 48 4-H and FFA steers that had graded choice on the hoof, the judges picked 12, representing all the breeds in the show. That included two Angus-Hereford crosses. Light, medium, and heavy steers, 900 to 1,100 pounds, were represented.

The judges didn't rank the 12; that was left to the contest—and the Federal graders in the packing plant.

"Carcass-grade competition puts new realism in a beef project," said Hambleton, who is 4-H advisor in Madera County. "The owner must nominate his steer for the contest. He must face up to the reality of seeing his animal as a carcass. A few didn't want to go that far."

A \$25 prize and a trophy went to the winning young exhibitor.

Then came the "Guess-a-rama." It was open to anyone at the fair. The 4-H and FFA beef exhibitors, ranchers, and housewives, rural or urban, all had a chance to place the steers by U.S. graders' standards.

That meant a whole set of figures that go into the Federal yield grade: weight on the hoof, dressing percentage, carcass weight, normal ribeye (square inches) for that weight, actual measured ribeye, back fat in inches, percentage of kidney and pelvic fat. A combination of these factors produces the yield grade, a figure from 1 to 5.

Guessing what's inside the hide of a beef steer is one of the special agricultural skills. People who work in the feedlots and buyers for the packing plants do a good job of it. But so did some other fairgoers, Hambleton said. Winners of the beef roasts included four cattlemen but also one small 4-H girl, and one housewife not in the cattle business.

The 12 contest animals were placed in a corner of the main judging arena at the fair. The sign read: "Can you judge 'em

Continued on page 14

Here and on the facing page are accounts of how two States are shifting the emphasis in their cattle judging programs.

by
Ovid Bay
Agriculture Information Specialist
Extension Service—USDA

Changing junior livestock shows

One of the first county 4-H junior beef shows in the country to add carcass placing to on-the-hoof or live placings was Fremont County, Colorado. County Agent Dooley Toyne did it in 1961. He said he wanted to give young feeders "a chance to get a real look at the product they were producing."

What has happened since this initial effort to give junior livestock shows "more education and less glamour"?

"All the major feeding counties in Colorado included carcass placings with the live placings in junior beef shows this year," reports Dr. John Matsushima, Extension livestock specialist. He has prepared a suggested score sheet for carcass evaluation.

"But the success of the new idea is due to the effort county agents have made in presenting the new concept to the parents, county fair officials, local meat packers, and the kids who feed and show the animals."

Here are some of the techniques and educational methods they have used:

- included the county commissioners, county fair board, and other interested people in planning the new setup for basing final placings of animals on the total of two scores—the live placing score, and the carcass score determined after slaughter.

- took photos of the animals at the beginning of the 4-H project. This was done at a central point to get uniform starting weights, and a background grid illustrated carcass conformation.

- stressed the new idea in newsletters as a way to make the contest more useful for the young feeders, parents, and the local breeders who sold the young animals to 4-H members.

- encouraged parents and 4-H members to come to the packing house to watch carcass evaluations. Meat spec-

ialists doing the placing and evaluating explained it to the audience, including discussion of grades, cutability, yield, and quality of meat.

—sent news releases to all the local media about the merit of the new kind of livestock show.

To insure success, the county agents insist that all animals shown for live placings be allowed to be slaughtered and be subject to carcass evaluation.

While the two-phase contest has been mostly for beef animals, some lamb and swine contests in Colorado now include the carcass placings, too.

What effect is the new kind of livestock show having on the animals shown?

"We can see a definite improvement in both the quality and quantity of red meat being produced by our 4-H members," declares Larry Wagner, present Fremont County agent.

Gene Inloes, Weld County agent, added the carcass evaluation to their show this year. They had 32 steers in the contest, which was sponsored by a packing company.

"This new contest demonstrates that beef carcass improvement can mean added income for the producer, feeder, and processor of beef cattle and we think it is a big improvement for junior livestock shows," says Inloes.

They sold the carcasses on the basis of cutability with the top one selling for \$56.80 per cwt. and the low one \$49.60 per cwt.—a difference of \$50.40 on the 700-pound carcasses.

In Fremont County, Wagner has added a third measure to the contest—average daily gain—since that is important to profit. The top animal receives the "Supreme Beef Award", which Wagner has worked out a special formula for determining.

"If a county junior livestock show or county fair wants to switch from the old on-the-hoof live placing to something more meaningful, one good way is to include carcass placings the first year with the live placings and then progress to include the average daily gain the next year," suggests Dr. Matsushima. □

County Agent Gene Inloes, second from left, and a representative of the sponsoring meat packing company, right, discuss the carcass placings with ribbon winners Kevin Dorsey and Cheri Bashor.



Texas' goal—better estate planning

Death and taxes are certain. But with adequate planning, one can be sure that when he dies, the "erosion" of his resources from taxes and other causes will be held to a minimum.

Alerting people to the financial dangers of estate erosion has been the goal of a concerted Extension educational thrust in Texas. Extension workshops throughout Texas have helped many farm and ranch families gain important understanding of their need to make personal financial plans.

Because of the increased fair market value of land in Texas, many people have wealth that they do not recognize. For example, the average value of land per acre in 1940 was \$18.81; in 1970 the average value was \$152.

In some areas farm land sells for \$500 to \$600 per acre and even more than \$1,000 per acre in some of the larger cities. Since taxes at death are based on total estate value, many may suffer extra taxation because of failure to consider these values in the early stages of planning.

Estate planning simply means making present plans for the future use of one's resources. Numerous legal methods may be used in estate planning. The method or combination of methods used represents the estate plan.

Taken together, the planning process strives to minimize taxes, transfer property to selected persons, and reduce costs of estate administration after death.

Texas Extension programs on estate planning emphasize the importance of adequate estate liquidity (assets readily convertible to cash such as savings, insurance, or investments). Cash resources are needed to pay debts and taxes without forcing sales of nonliquid estate assets, such as land or a business enterprise.

A prudent planner considers the role of gifts and trusts in accomplishing desired results. Selecting the proper form of business organization for farm operation frequently is considered when estate plans are made.

Texas farm and ranch people, working with county program building committees, have recognized the need for assistance in estate planning. County agents throughout the State have requested help, and Extension economists in management are providing the leadership.

Programs usually are on a countywide basis. Extension economists in management meet with the county agent, program building committee members, representatives from the local bar association, tax accountants, insurance men, and other estate planning professionals to develop the program details.

Together they design a 2-day workshop to:

- help estate owners understand the full extent of their holdings and realize potential problems in achieving their goals.

- demonstrate the variety of steps one can take in minimizing costs and taxes, and

- impart understanding of the basic tools used in estate planning, such as wills, trusts, and insurance.

Local resource people such as attorneys, accountants, trust officers, insurance men, and investment brokers, make presentations on assigned topics. Extension personnel have found these professionals to be willing and enthusiastic participants.

Almost 175 workshops have been held throughout Texas since 1960. Careful evaluation of these programs shows that they have been highly effective in getting people to take action.

Recently in Hondo, Texas, 240 people participated in the first evening session and 275 turned out for the second. The meeting was announced in local and area newspapers and on local and area radio stations.

The county agent mailed an announcement to many county citizens. Each of the five area banks included an announcement of the program in monthly bank statements.

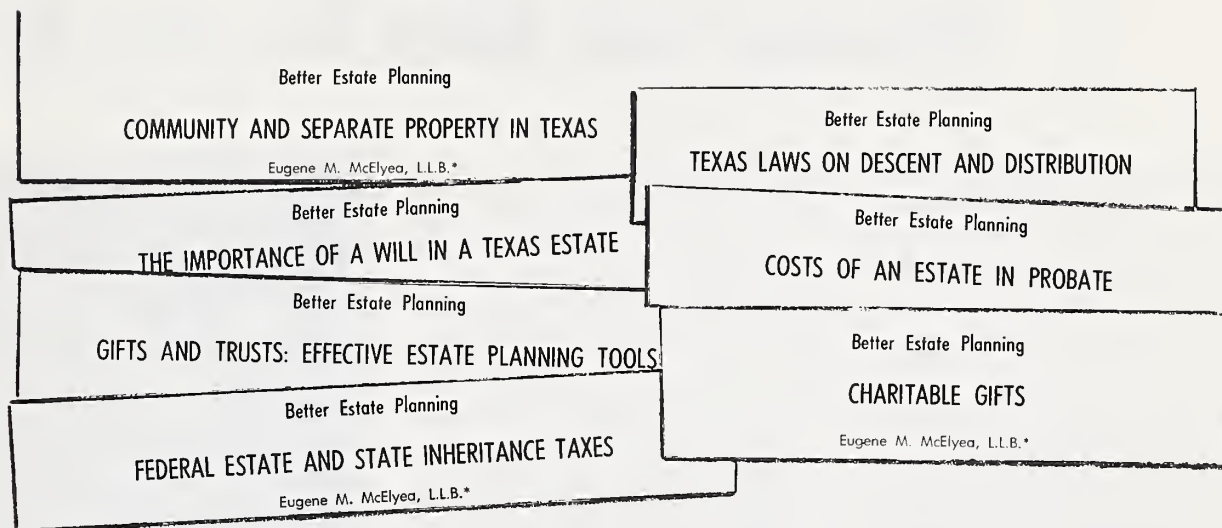
The program began with a presentation by an Extension economist, who outlined reasons and methods for personal planning. The first step he suggested was that of making an inventory detailing the amount and value of

by

Tom E. Prater
Economist-Management
and

Eugene M. McElyea
County Officials Program Specialist
Texas Agricultural Extension Service

FACT SHEET



Fact sheets on titles such as those illustrated above were developed by the Texas Agricultural Extension Service to support the estate planning workshops. They also are available to farm and ranch families through county Extension offices.

all personal holdings and property. All conferees received forms for use in making such an inventory.

Other resource persons emphasized the role of Federal estate tax and State inheritance taxes. Sample problems showed the specific application of these taxes in an average farmer's estate. A local attorney covered the legal aspects of the estate planning process.

The second session featured a presentation on the basic content of wills, laws of descent and distribution, and probate court administration. Various methods of planning by skillful use of insurance and trusts were discussed.

After each program, a panel of professional estate planners answered oral and written questions submitted to them by the audience. The question and answer period proved to be a time of immense personal benefit to participants.

To support these workshops, the Texas Agricultural Extension Service

has developed and published eight fact sheets on Better Estate Planning. These publications cover topics ranging from Federal and State death taxation to community and separate property ownership in Texas.

The value of a will and consequences of dying without one are discussed in the fact sheets. Gifts, both to charity and to individuals, are presented as effective methods of estate depletion which one may adopt in avoiding the impact of taxes.

These fact sheets were used extensively in the workshops and are available for distribution to farm and ranch families through county Extension offices.

To assess the program accomplishments, a questionnaire was mailed to 210 participating families. Response from 41 families reflects the following results:

—the bank statement proved to be the most effective way to give notice of the

meeting, with local newspapers rating second and local radio third.

—practically all who responded felt that the subjects covered were helpful,

—all but two or three had read all or a part of each of the eight fact sheets.

—after 2 months, 39 percent of the families indicated that they had planned or replanned their estates; 51 percent indicated plans to take some action or further action; and 22 percent stated they had rechecked their estate program and found no change necessary.

—the overwhelming majority indicated that they considered the program worthwhile and would attend another estate planning workshop if given the opportunity.

Helping people to recognize their problems and helping them take corrective action will continue to be Extension's role in meeting the dangers of estate erosion in Texas. □

Extension leads Model City litter fight

How do you get people to stop littering and start stashing their trash?

One way is to work with the youngsters. This was the approach taken by Cumberland County Extension Service to implement the Environmental Youth Education Project in the Model Cities area of Portland, Maine.

The project had an interesting beginning. Chancellor of the University of Maine, Dr. Donald R. McNeil, was in favor of the University's becoming involved in city problems. When Model Cities asked the University's Department of Social Sciences to design a project to deal with litter in the inner city, McNeil suggested the Cooperative Extension Service to carry it out.

The short term objective of the project was to clear the area of litter; the long term objective was to educate people in the Model Cities area to recognize and be aware of litter, to convince them that they had a control over littering, and to establish lasting habits of litter control.

The project is now in its second year and is designed to cover a 3-year period. The objective for each year differs. "The first year," according to Extension agent Jack Donovan, "we were street cleaners, organizers, doers.

"This year, we are getting them to do it. We are supporting them, but we are trying to lessen our activities in the actual litter control and increase theirs.

Even the very young, below, have played a big part in the attempt to clean up Portland's Model Cities area and keep it clean. Teenagers, right, plant grass on a lot they cleared for use as a mini-park.



The community is coming to that," he adds, "although they still would like the staff to do it.

"Next year we hope to involve local agencies to a greater extent in litter control. For instance, we hope to convince the city that a weekly trash collection is needed instead of one every two weeks. We hope to have greater cooperation with the city in using city trucks and equipment in hauling off some of the larger litter items such as junk cars.

"By the fourth year we hope to be out of business in the project," says Donovan.



"Hopefully by then the people and the agencies will be fully aware of their role and will carry on."

The project has put a great deal of emphasis on recycling. The children are learning about recycling cans, bottles, and waste paper. They have discovered the delights of dump picking and have found many useful items at the city dump such as lumber and spare parts.

The directors plan to try a project which Atlanta, Georgia, has found successful. People put their trash out on the curb for city collection a day or two early,

by
Doris Magnuson
*Cooperative Extension Agent
Cumberland County, Maine*



A key part of Portland's program is education to prevent further littering. The young man, above, has learned the lesson.

allowing neighbors time to look it over and take articles they can use. By the time the city trash trucks come around, the mounds of trash have been reduced considerably!

Two-thirds of the initial project funding came from the Department of Health, Education, and Welfare and the Environmental Protection Agency, and one-third was from Model Cities.

After Extension agreed to tackle the project, it hired a staff, including an administrator, assistant administrator, community aide, and secretary. It set up an office in the Model Cities area and

advertised locally for a local advisory group of neighborhood people and for teenage "coaches"

The advisory group was made up of representatives of all neighborhood organizations and became known as the Neighborhood Beautification Council. All representatives who came to the initial meeting, including teens, became members of the council.

Eleven teen coaches were hired from the Model Cities area. Each headed a group of from eight to ten youngsters. The coaches supervised the cleaning up of an area, usually the area in which the group lived.

Training of the coaches was fairly extensive, and included in-service training, weekend seminars, discussions, and evaluations. Continuing in-service training remains an important part of the program. The coaches were trained in child development, photography (which was used as a method of evaluation) community organizations, and human relations.

During the first year a series of problems evolved. Many of them were caused by the kind of workers involved in the project. Many of the neighborhood coaches came from unstable homes and were unused to responsibility or good work habits. Some were on drugs. Most had deep personal problems.

The project was often misunderstood by Model Cities residents, but these were the problems that accompany the process of learning and changing of attitudes.

The immediate problems of cleaning up the area could have been done much more efficiently with leaders from more stable backgrounds. But because the objective of the project was an educational

one, the project had to move slowly and meet problem after problem with these group leaders. Their growth and learning was an important part of the program.

An evaluation service was hired to evaluate the entire project. Evaluation was done with before and after pictures and with surveys of store owners and landlords.

Charts were made on wind velocity and traffic patterns. School children cooperated by doing posters, and making photographic exhibits which revealed attitudinal changes.

There were other serious setbacks to the program. A director hired to run the program the first summer, because the Extension agent had a previous commitment, proved unsatisfactory and caused serious morale problems among the staff.

When the agent returned, it took him 9 months to solve the difficulties, slowing the progress of the entire project.

Now, during the second year, the Extension agent commits 10 percent of his time to the project. A new director—or "encourager"—has been hired who has the education and background to carry out the job, and the project is running smoothly again.

Now that the difficult months of learning by bitter experience are past, the project designers, directors, and Extension agent hope that it is making, and will continue to make, lasting, even life-long changes in the young peoples' attitudes on litter and environment.

It has been a slow and expensive project, but if these young people are actually changing their ideas on environment from resignation and apathy to responsibility for its control, the project could ask for no greater reward. □

Thousands of Iowa high school students will learn more about local government this school year through a followup of a public affairs program sponsored by the State's three public universities.

After presenting the "Government by the People" program to nearly 8,000 Iowa adults, the Iowa State University Extension Service has offered the program materials to high school social science teachers. Response from teachers is enthusiastic, and program materials had to be reprinted to meet demand within the first few weeks.

A few high school teachers and students attended the adult education programs on Government by the People held throughout the State in the first 3 months of 1971. Teachers appealed for access to the materials.

by
John A. Wallize
Associate Extension Editor
Iowa State University

"There's a wealth of material for teaching government at the national level, a little less at the State level—but virtually no teaching material available about local government," the teachers said.

The shortage of this type of teaching material, the advent of the 18-year-old vote, and current discussions of revenue sharing that focus attention on local government made such a followup program most appropriate, Extension personnel felt.

Iowa's Government by the People program originated early in 1970 when a citizens' advisory committee to the Iowa State University Extension Service

suggested a public affairs program on local government. The committee's concern was later reflected in statements of many State and national leaders who also called for the public to become more involved and concerned with government.

In previous years, Iowa's three Board of Regents universities have teamed up to stage large-scale public affairs programs throughout the State. The Government by the People program was similarly organized to use the research facilities of the Institute of Public Affairs at the University of Iowa; the delivery system of the ISU Extension Service; and the teaching and planning resources of the political science department at the University of Northern Iowa.

In addition, a multidisciplinary approach to program development involved political scientists, economists, sociologists, educators, and journalists.

The Government by the People program was presented to adult audiences at 40 locations throughout the State. At each location, there were three weekly meetings of about 5 hours each. Four two-man teaching teams from the Extension Service conducted the conference workshops.

Objectives of the program were to help participants identify goals for local government; to improve their understanding of the problems relating to achievement of these goals; to illustrate how to measure the effectiveness of local government; and to interpret alternatives available to citizens in relation to local government.

The program consisted of 10 basic presentations in addition to a general introduction. Presentations were designed to present facts so participants could make better decisions about government. Teachers avoided making recommendations, leaving decisions to the people.

In the workshop sessions, participants were urged to express their goals, priorities, problems, and solutions for local government. The discussions demonstrated that people do disagree on

Social science teachers welcome Extension materials

government goals. While they generally indicated that spending for most government services should and would increase, they wanted taxes to be lowered.

Research for the program revealed several things:

- agreement is the key to program success in government—if all the people agreed on the goals, problems would be greatly reduced;

- government spending does reflect changes in public attitudes and goals;

- Iowa's taxes are slightly above the national average, mostly due to higher per capita spending on highways because of comparatively sparse population;

- savings could be made by consolidating small units of local government, but this would not solve the State's financial problems; and

- most people are satisfied with their local government services.

Participants in the adult programs were highly favorable to the Government by the People program. Eighty-four

percent praised the program. About 2 percent were disappointed—they apparently had expected specific conclusions or magic formulas to solve all problems or cut taxes.

And despite efforts to avoid advocacy, the program was criticized by some government officials and the press. In a few instances, the institutions were accused of promoting consolidation of government, or of being "State planners" and telling people what to do. But these accusations were few compared to the favorable responses.

The conference-workshops for adult groups are still being offered to those who request the program. For the followup program to social science teachers, each program presentation was printed in full. It was accompanied by a teaching outline and a set of printed visuals teachers could use to produce overhead transparencies.

Discussion questions and workshop problems were included with the teaching outline, and teachers can obtain bulk supplies of handout and workshop materials for their students. Both the adult and the followup program were funded in part through a grant from Iowa Community Services under Title I of the Higher Education Act of 1965.

Program materials were offered to teachers through school superintendents. In many districts, Extension specialists participated in the fall teacher training programs at the schools to discuss the program and materials available. A month after the followup program was launched, materials had been supplied to 521 teachers and handouts provided for 4,164 students. □



John M. Whitmer, Jr., assistant professor of political science and Extension local government specialist, distributes discussion materials at a "Government by the People" program. Participants set personal priorities for government spending and then compared notes with their neighbors.

New center is a 'plus' for county

"PLUS" has a very special and tangible meaning for many people in Caroline County, Maryland. And the Expanded Food and Nutrition Education Program Extension home economist and the aides in that county feel a real sense of accomplishment.

Just 2 months after their idea became a goal, the "Plus Specialty Shop" opened its doors in the fall of 1970. And a year later it continues as a "plus" to the EFNEP.

This special undertaking started when Mrs. Joan Tucker, Extension home economist and supervising agent, met with the four Extension aides at their weekly staff conference. The discussion, as it often did, got around to the material needs of program families: clothing for the children; sheets, bedding, and even mattresses; dishes enough so the whole family could eat at once.

Everyone at that meeting knew the frustrations of trying to help families improve their diets nutritionally, even to get them interested in the idea, when they were concerned about getting enough to eat, clothing the kids for school, or finding a decent place to live.

Individual donations of items had been coming to the office, but it was difficult to store and distribute them. Another need was for a centrally-located place where program families could meet, where aides could hold training meetings, and where the general public could be involved in the learning activities.

After considerable evaluation of these needs, the women came up with the idea of a Thrift Shop.

The next step was to decide how to go about it. Why not, they thought, have program families take part in planning for this project, even running



the shop? Why not involve the larger community and use volunteer efforts?

Mrs. Tucker discussed the idea with other members of the Extension staff and some leaders in the county. She recalled that civic groups, local organizations, and many individuals had been told about the EFNEP in order to gain their understanding and support when the program first came to Caroline County.

The Rotary Club of Denton had indicated a strong interest in supporting the program. She now approached the club president with the Thrift Shop idea. With an initial gift of \$500 and the offer of individual help in setting up the shop, the Rotary Club started a chain of events.

The women located an empty building that would make a good site for the shop. Contacting the president of the bank which owned the building, Mrs. Tucker explained the project and asked his advice about its feasibility.

As a result, the bank donated the use of the building. It included a store in the front, with an apartment in the back that could be used as a demon-



stration area. The bank granted permission for any necessary renovation of the facilities.

Rotarians and other interested citizens gave time and materials to get the building in order. The Caroline County Bar Association gave legal advice. Paper, paint, floor covering, plumbing and heating supplies, store fixtures, a stove, refrigerator, and even a sign for the building were donated.

Clothing and household items were contributed by Extension Homemakers Clubs, civic organizations, program

by
Shirley J. Mott
Home Economics Editor
and
Joan T. Tucker
Caroline County Home Economist
Maryland Extension Service

Below, a volunteer (right) helps women select needed items for their families. Above left, an Extension aide conducts a group meeting in the well-equipped demonstration center. The eye-catching sign and attractive window displays, below left, help make families aware of the new center.



families, and interested people who had read of the project in the local newspaper.

The Caroline County Record carried articles promoting and supporting the program. The owner of a sewing store donated many boxes of fabric remnants, hangers, patterns, buttons, belts, and 49 new children's garments and agreed to serve on the Advisory Board of the shop.

The Advisory Board is made up of representatives from business, industry, and civic groups. Within the Board

is a steering committee composed of a lawyer, a public accountant, and several businessmen.

Under their direction, the shop was incorporated as a nonprofit organization. All finances and the bookkeeping are handled by the public accountant.

A special committee of Extension aides and members of program families act as an advisory group to the Board.

The Plus Specialty Shop and meeting rooms were opened in October 1970. Although the shop was planned to provide

some of the immediate needs of limited-income families, education is the primary goal of the project.

The demonstration facilities provide space for the training of Extension aides and for special interest programs for EFNEP families and the general public.

Weekly nutrition demonstrations for aides and program families have had an average attendance of 10. Topics have ranged from "How To Buy Beef" to "How Food Affects You" and "Use of the Electric Range."

Special interest meetings on first aid, home nursing, and home improvement have been offered along with eight meetings in a summer youth program.

These educational meetings have been under the direction of the Extension home economists and aides, Extension specialists from the University of Maryland, representatives of the electric company and the Office of Economic Opportunity, as well as the nutrition coordinator and others from the Red Cross.

Shopping privileges at the Plus Specialty Shop are limited to EFNEP families. As of August 1971, 212 people held Plus Shop ID cards. In special cases, help may be given to non-program families—migrant workers and those with emergency situations. Any eligible family may make an application to enroll in the EFNEP, and on enrollment they receive a Shopper's ID card.

The shop is open from 10 a.m. to 2 p.m. on Fridays and from 1 to 4 p.m. on Saturdays. An Extension aide may bring a program family to the shop at any time, however, depending on the need, and special arrangements for evening shopping can be made.

On her own time, the Extension secretary who works with the EFNEP schedules volunteers to work at the shop. These volunteers are Extension Homemakers, Red Cross workers, members of program families, and aides. More than 15 community organizations and companies are cooperating.

A year after its opening the "Plus Shop" and demonstration center continue as a "plus" to the entire community. □

Fairgoers try grading cattle

Continued from page 4

hoof to hook?" A sign beside each animal told the grade guessers the number of days the steer had been fed, his birth-date, and his feed conversion ratio, if available. All had been judged choice on the hoof.

In the plant it was a different story, Hambleton said. About 25 percent did not grade choice because of lack of marbling.

"You can't see it, no matter how well you know cattle," said the farm advisor. "Marbling is a genetic and feed factor.

It involves both length of feed period and ability of the steer to marble at a young age."

A visit to the plant 3 days after the fair was convincing evidence. The 12 carcasses hung in a row. Attached to each were the ear tag number and a picture of the live animal, a reminder to the judges of beef on the hoof. The pictures had been taken through a wire grid, in 4-inch squares, so the live animal could be measured accurately. Five key points were marked on the live animal: pin

bones, hook bone, last rib, top of shoulder, and point of shoulder. The same points were marked on the carcass.

As the preponderance of winners suggests, Hambleton said, the cattleman's eye is a good tool. He can judge the length of rump, the meatiness, general muscling, the size of lower round, and thickness of body. But he can't determine the amount of marbling. Only the carcass on the rail, split between the 12th and 13th rib, can reveal that story.

"The story we want to tell," said the Extension livestock man, "is this:

"It costs much more to put fat on a steer than lean meat. What we need is herd sires that will produce early-marbling animals, without the back fat and pelvic fat. Once we get to paying for the carcass rather than the live animal, commercial cattlemen will pay for progeny-tested bulls."

The carcass contest for the young beef grower and the carcass "Guess-a-rama" for the public focused attention on what should be the payoff point for cattlemen, Hight and Hambleton concluded. They'd like to see the "Guess-a-rama" grow to 400 or 500 people next year, again representing the whole public.

"The steer that grades choice in the cooler almost surely was a choice steer on the hoof," said Hambleton. "It's a lot less sure that choice on the hoof will be choice on the rail.

"Ultimately, sale on the rail is the fairest way to market quality beef. It's all to the benefit of the grower of genetically choice animals." □



At left is the ribeye view of the top-yield steer. Below is the same steer as it looked in the "Guess-a-rama" judging ring. Pictures of the live animals were attached to the carcasses as reminders to the yield guessers.



by
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Mid-Missouri Extension Area

'Fair' tells Extension's story



To help present an area concept of Extension work, this exhibit featured a color television showing all 30 area staff members on the job.

"It's a New World Around Us," a 2-day Extension "fair" in May 1971, helped tell Extension's story to 2,300 visitors from throughout the 12-county Mid-Missouri Area.

The three primary objectives for the fair were:

- to make families more aware of the resources available to them through the University of Missouri Extension Division,

- to help families understand the Area's total Quality of Living program, and,

- to inform families about new developments which affect their choices as consumers.

The idea for the fair started with the area specialists in family living. They proposed it in response to a request from a group of local leaders for some kind of special consumer information program.

All 30 of the area's professional Extension staff became involved, along with specialists from the University of Missouri. Extension Club groups and nutri-

tion program aides helped, too. Planning and preparation took nearly a year.

Each specialist was invited to prepare an exhibit or demonstration on his program area. Working separately or in teams, they set up 27 displays to show the Mid-Missouri consumers the resources available to them through the University of Missouri Extension Division.

The "booths" explained Extension programs on food and fiber, family and youth, the community and the public sector, continuing education for professionals, business, industry and labor, and quality of environment.

A popular part of the event was the two style shows, which had cooperation from local leaders, Lincoln University faculty and students, and local merchants.

Cooperation from many others contributed to the fair's success, too. The mayor and chamber of commerce president from Jefferson City opened the fair with a ribbon-cutting ceremony

The power company furnished the location and electrical power for the exhibits, an electrical contractor installed special wiring, and another company supplied hourly door prizes.

Evaluation by the consumers and the Extension staff indicated that the Mid-Missouri Consumer's Fair, with a year's preplanning effort, was well received.

Almost half the participants said this was their first Extension activity, and most of the first-time attenders were city residents. The most popular exhibits were those on landscaping, textiles, beef, and drug education.

The area Extension staff felt the event was successful, too. They rated it high in achievement of the established objectives. "I can think of no other way that we could have reached as many people as effectively with ideas regarding Extension educational information available to the consumer," said one staff member.

Many commented on the excellent cooperation shown by the area staff, Extension Homemakers Club members, businessmen, sponsors, and fair participants.

Before the fair was over, staff and leaders were asking, "When are we going to have the next one?" There no doubt will be similar events in the Mid-Missouri Area soon, because it helped further the cooperative attitude among area specialists. Through the fair, they found that they could successfully reach educational objectives by working closely together as an educational team on an area activity. □

An idea that endured

A marker was dedicated November 11, 1971, in Tyler, Texas, to commemorate the hiring of the first county agent. The action came just 65 years after the decision by a small group of men that turned out to be monumental in revolutionizing agricultural production in this country.

This simple decision was not at the time envisioned as the forerunner of what since has been described as "the greatest development in adult education in the last 100 years." It was merely a small group of men who understood the value of agriculture to their economy, who had seen the value of practices demonstrated by Dr. Seaman A. Knapp, and wanted to help all farmers benefit from application of improved practices to farm production and management.

As of that year, 1906, the Federal Government had not seen the wisdom of an organization such as the Cooperative Extension Service. Indeed, the Smith County experience served as the model for the Cooperative Extension Service which was described in the Smith-Lever Act of May 8, 1914.

The first cooperative farm demonstrations had been established on the Walter C. Porter farm in Kaufman County, Texas, in 1903. This played a major role in the decision of the 44 local leaders—in a meeting with Dr. Knapp, Judge S. A. Lindsey, and a representative of the U. S. Department of Agriculture on November 12, 1906—to underwrite farm im-

provement. That same day they hired William C. Stallings as the first county agent in Texas and the first in the Nation to serve only one county. He, too, had attracted widespread attention because of his crops and experimentation in better production methods.

Stallings served 3 years as county agent and later as district agent. He enlisted 500 farmers into the program and at least 350 continued using modern practices as a direct result of his efforts and teachings. This is not surprising since corn yields doubled—30 to 60 bushels per acre—and cotton yields increased by 50 percent during this time.

It would be redundant here to cite data attesting to the growth, expanded scope and respect that Extension has earned. We're all familiar with those data. That the Texas County Agricultural Agents Association and the Smith County Historical Survey saw fit to erect a marker commemorating the place and date of the birth of the system, and that the basic philosophy and concept of the demonstration method of teaching has survived even to today are ample testimony to the wisdom of the founders.

All who have been and are a part of a system that has rendered a service to the people of this country so valuable that it has endured depression, war, and prosperity can take a measure of pride in having been part of a system so honored.
—WJW